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ABSTRACT

This report describes materials identified during a study of professional training curricula in schools of social work, psychiatric nursing, clinical psychology, special education, and child psychiatry throughout the United States. The purpose of the project was to locate innovative course curricula and other materials designed to promote parent-professional partnerships on behalf of children with severe emotional disturbances and other disabilities. After an initial survey of deans of such programs to locate faculty currently working with such curricula, responses from 71 faculty members provided the descriptions of programs, individual courses, and in some cases published materials that make up the bulk of this bibliography. The materials identified are presented in five sections headed, respectively, Medicine, Social Work, Nursing, Psychology, and Special Education, and names and addresses of respondents are provided to facilitate direct contact by interested readers. Some respondents also sent copies of articles and papers related to parent-professional partnerships; these citations are listed at the end of each section. An appendix lists respondents by state. (PB)

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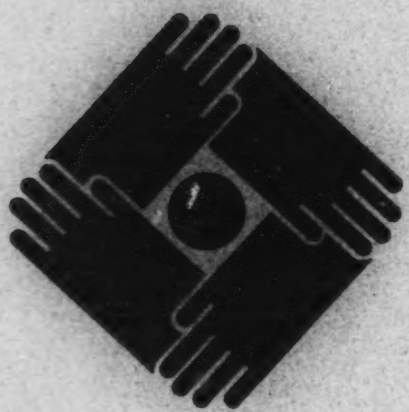

Research and Training Center on Family Support
and Children's Mental Health
Portland State University

EC 302403

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Parent-Professional Collaboration Content in Professional Education Programs: A Research Report

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PARENT-PROFESSIONAL COLLABORATION CONTENT IN PROFESSIONAL EDUCATION PROGRAMS: A RESEARCH REPORT

The materials described in this report were gathered as part of a study of professional training curricula in schools of social work, psychiatric nursing, clinical psychology, special education, and child psychiatry throughout the United States. The purpose of the project was to locate innovative course curricula and other materials designed to promote parent-professional partnerships on behalf of children with disabilities, and specifically on behalf of children who have serious emotional disorders.

In 1986-87 Phase I of the study was initiated with a one-item questionnaire sent to the dean of every graduate school of social work, special education, psychiatric nursing, clinical psychology and child psychiatry in the United States (937 programs). The deans were asked to check whether their program did or did not offer education to current or future professionals designed to improve their ability to work as partners with parents of children with disabilities, and in particular, with the parents of children who have serious emotional disorders. If their program did include such a focus, they were asked to provide us with the names of faculty members who would be most familiar with the curriculum addressing parent-professional collaboration.

The return rate for Phase I with one follow-up was 45 percent (423/937 programs). Of those deans who returned questionnaires, 53.2 percent (225/423) indicated that they did have curriculum in the area of parent/professional collaboration. The breakdown of responses by type of profession are contained in Table 1.

Table 1
Responses Regarding the Presence or Absence of Curriculum
Dealing with Parent-Professional Collaboration
by Type of Program

	Curriculum Addresses Collaboration?					
Type of Graduate Program	YES	NO	NO RESPONSE	TOTAL	PERCENT POSITIVE	OVERALL RESPONSE RATE
Social Work	26	24	39	89	43.3	56%
Special Education	149	78	241	468	65.6	49%
Psychiatric Nursing	10	14	22	46	41.7	52%
Clinical Psychology	24	60	123	207	28.6	41%
Child Psychiatry	16	22	89	127	42.1	30%
TOTAL	225	198	514	937	53.2	45%

More than half of the deans who responded reported that their programs contained curriculum designed to promote parent-professional collaboration. This positive response was distributed unevenly across professional schools, however, with deans of special education programs being most likely (65.6 percent of those responding) to report that they included parent-professional collaboration in their programs. Deans of clinical psychology programs were the least likely (28.6 percent) to indicate that they trained current or future professionals to work with parents as partners.

The respondents provided the names of 325 faculty members who were most likely to be familiar with the curriculum related to parent-professional collaboration. In Phase II we wrote to faculty members asking for curriculum materials as well as published work related to parent-professional collaboration. After a follow-up letter, we received responses from a total of 71 faculty members, 59 of whom sent written materials. These responses are displayed by profession in Table 2.

Table 2
Responses to Requests of Faculty Members
for Parent-Professional Curriculum Materials
by Type of Program

	Returned Written Course Materials?				
Type of Graduate Program	YES	NO	NO RESPONSE	TOTAL LETTERS SENT	OVERALL RESPONSE RATE
Social Work	6	1	29	36	16.3
Special Education	43	5	174	222	21.6
Psychiatric Nursing	3	0	11	14	21.4
Clinical Psychology	4	2	28	34	17.6
Child Psychiatry	3	4	12	19	36.8
TOTAL	59	12	254	325	21.8

Because Public Law 101-476, the Individuals with Disabilities Education Act (IDEA), requires parental involvement in the process of providing special education services, and most specifically in the development of an Individualized Educational Plan (IEP), most university programs in education and special education offer some course-work and/or other programming to help prospective teachers prepare to work collaboratively with parents and other family members. The effect of the requirements of Public Law 101-476 are evident in the responses to our requests for materials. In fact, we located two specialized programs, one a grant-funded program at San Diego State University, and the other a permanent Center for Parent-Professional Teamwork at the University of Cincinnati. These programs are presented at the beginning of Section V, Special Education.

A review of the materials received and letters from respondents suggest that many of the faculty members who sent materials did not themselves believe that the materials they submitted were directly responsive to our request. In fact, except for the field of special education, very few programs in professional schools appear to explicitly include curriculum related to developing partnerships with parents of children who have emotional or other disabilities.

The remainder of this report contains descriptions of programs, individual courses, or - in some cases - published material furnished by the authors. It is divided into sections by profession. In addition to a description of materials, we have provided the names and addresses of respondents so that interested persons may contact them directly about their programs. Some respondents also sent copies of articles related to the general area of working with family members as partners; the citations are included at the end of each section.

Materials were included in this report if they involved an approach to parent-professional relationships that include parents or other family members as partners and not primarily as the targets for change. Many of the courses or programs also involved family members as instructors, mutual learners, consultants, or in other roles. Because many of the special education course outlines received followed a similar format, and often used the same textbooks, we have included only a sample of the 43 course outlines received. We have made an attempt to present a variety of approaches to organizing and presenting concepts related to parent-professional partnerships. Thanks to all those who sent materials for our consideration. A complete list of respondents is included in the appendix.

Some respondents sent course descriptions that, although they had a "family-friendly" tone, did not explicitly address parent-professional partnerships, and as such, would not serve as models for others wishing to develop curriculum in this area. We suspect that much training about working with families as partners occurs in lectures and class discussion, as it is not clearly reflected in course outlines. In fact, some respondents suggested that this was the case.

We hope that this material will be useful to those currently preparing future professionals to work with families whose children have serious emotional disorders or other disabling conditions, and especially to those interested in adding an emphasis on parent and professional partnerships to their courses or programs.

SECTION 1

MEDICINE

A. Courses and Programs

B. Articles, Chapters and Research Reports

A. COURSES AND PROGRAMS

Name of Course/Program:	Counseling Skills for Residents
Level:	Graduate
Discipline:	Medicine (Pediatric/Family Practice)
Institution:	University of Nebraska Medical Center
Instructor:	Gregg Wright, M.D.
Address:	C. Louis Meyer Children's Rehabilitation Institute University of Nebraska Medical Center 444 South 44th Street Omaha, NE 68131-3795
Telephone:	(402) 559-5388
Parents Involved In Program?	Yes
Course Outline Available?	Yes

Program Description:

This program involves parents in a role play with residents discussing the presentation of news about the developmental disability of the parents' child. The role play is taped and re-played for the resident with the family and physician preceptor offering tips on improving communication. The program occurs during one morning during the monthly Pediatric/Family Practice residency rotation.

The program is a collaborative effort involving the University of Nebraska Medical Center, the Nebraska Department of Health and the Pilot Parents program of the Greater Omaha Association for Retarded Citizens.

B. ARTICLES, CHAPTERS AND RESEARCH REPORTS

Contributor: Linda Greenberg

Discipline: Medicine

Institution: Cornell Medical College

Address: Payne Whitney Clinic
1300 York Avenue
New York, NY 10021

Telephone: (212) 472-5454

Resources:

Greenberg, L., Fine, A.B., Cohen, C., Larson, K., Michaelson-Baily, A., Rubinton, P., & Glick, I.D. (1988). An interdisciplinary psychoeducation program for schizophrenic patients and their families in an acute care setting. *Hospital and Community Psychiatry, 39*(3), 277-282.

Greenberg, L., DeChillo, N., Miller, F., Cohen, C., Haiman, S., & Nininger, J. (no date). *A controlled investigation of a family psychoeducation workshop on schizophrenia.* NY: Cornell University Medical College.

Contributor: Fred Frankel

Discipline: Medicine

Institution: University of California at Los Angeles

Address: Department of Psychiatry
UCLA Neuropsychiatric Institute
Center for the Health Sciences
760 Westwood Plaza
Los Angeles, CA 90024

Telephone: (213) 794-1195

Resource:

Frankel, F. & Simmons, J.Q. (1985). Behavioral treatment approaches to pathological unsocialized physical aggression in young children. *Journal of Child Psychology & Psychiatry, 26*(4), 525-551.

Contributor: Eric Schopler

Discipline: Medicine

Institution: University of North Carolina at Chapel Hill

Address: Division of TEACCH
School of Medicine
310 Medical School
Wing E, 222H
Chapel Hill, NC 27514

Telephone: (919) 966-2173

Resources:

Schopler, E., Mesibov, G.B., Shigley, R.H. & Bashford, A. (1984). Helping autistic children through their parents: the TEACCH model. In E. Schopler & G. Mesibov (Eds.) *The effects of autism on the family* (pp. 65-81). NY: Plenum Publishing.

Schopler, E. & Runck, B. (1979). Basic training for parents of psychotic children. *Families Today*, NIMH Science Monographs, DHEU Publication No. (ADM) 79-815, 767-809.

Contributor: Eric Trupin, Ph.D.

Discipline: Medicine

Institution: University of Washington

Address: Division of Community Psychiatry
University of Washington RP-10
Seattle, WA 98195

Telephone: (206) 543-1060

Resource:

Tarico, V., Low, B., Trupin, E. & Forsyth-Stephens, A. (no date). *CASSP system analysis: The parent perspective*. Seattle, WA: University of Washington Division of Community Psychiatry.

SECTION II

SOCIAL WORK

A. Courses and Programs

B. Articles, Chapters and Research Reports

A. COURSES AND PROGRAMS

Name of Course/Program:	Social Work with Children and Families
Level:	Graduate
Discipline:	Social Work
Institution:	University of Kansas School of Social Welfare
Instructor:	Richard Donner, M.S.W.
Address:	School of Social Welfare Twente Hall University of Kansas Lawrence, KS 66045-2510
Telephone:	(913) 864-4720
Parents Involved In Program?	Yes
Course Outline Available?	Yes

Program Description:

This course is designed to study a variety of child welfare programs and services, and focuses on social policy, legislation and program designs for work with children and families. Although the course does not have the specific stated purpose of promoting parent-professional relationships, parents are included as presenters in at least two class sessions. The instructor also includes content related to parent-professional collaboration in class lectures.

Name Of Course/Program:	Issues in Social Work: Foster Family Care
Level:	Graduate
Discipline:	Social Work
Institution:	University of Wisconsin - Madison
Instructor:	Rosemary Carbino
Address:	School of Social Work University of Wisconsin - Madison 425 Henry Mall Madison, WI 53706
Telephone:	(608) 263-3675
Parents Involved In Program?	Yes
Course Outline Available?	Yes

Program Description:

The objectives of this course are to: Assist the student in developing an understanding of social welfare issues in foster care by: (1) analyzing national and local issues; (2) reviewing relevant research; and (3) learning the day-to-day realities for foster care system participants.

Although the stated purpose of this course does not explicitly address parent-professional partnerships, it is included because the instructor includes biological and foster parents as class participants and instructors. The course includes in-class presentations, and also a videotape discussion with biological parents. Topics addressed in a module on "Natural Families," include: (1) parent views and experiences of foster care; (2) roles for parents of foster children; and (3) the effects of foster care on the natural family.

Name Of Course/Program:	Working with Parents: Utilizing the Theories and Skills of Parenting
Level:	Graduate
Discipline:	Social Work
Institution:	George Warren Brown School of Social Work Washington University in St. Louis
Instructor:	Arlene Stiffman
Address:	George Warren Brown School of Social Work Washington University Campus Box 1196 One Brookings Drive St. Louis, MO 63130
Telephone:	(314) 889-6685
Parents Involved In Program?	No
Course Outline Available?	Yes

Program Description:

The stated purpose of this course is to help social workers learn how to enhance parents' childrearing practices. Although it does not have an explicit focus on parent-professional collaboration, the skills taught in the course appear to be based on a foundation of family-centered (start with the needs of the family) practice. In addition, the instructor provides a number of recommended readings that address topics such as the parents' view of the service system, helping parents to become organized in mutual aid and advocacy groups, and related topics.

Name Of Course/Program:	Social Work Practice with Children
Level:	Graduate
Discipline:	Social Work
Institution:	University of Denver
Instructor:	William Bane
Address:	University of Denver Graduate School of Social Work University Park Denver, CO 80208-0274
Telephone:	(402) 559-5388
Parents Involved In Program?	Yes
Course Outline Available?	Yes

Program Description:

This course is one of a three-course sequence dealing with children, youth, and families. The instructor states, "as a part of each of the three courses presently being taught . . . we place a great deal of emphasis on the essential role of families and discussion of such issues as family-based services, development of parent and family support groups, and working with families as allies."

This course most clearly reflects an emphasis on parent/professional partnerships, as it includes a module entitled, "Families as Allies", and provides readings related to the topic.

B. ARTICLES, CHAPTERS AND RESEARCH REPORTS

Contributor: Carolyn Thomas, Ph.D.

Discipline: Social Work

Institution: Boston College

Address: Graduate School of Social Work
Boston College
Chestnut Hill, MA 02167

Telephone: (617) 552-4020

Resource:

Thomas, C.B. & Staver, N. (1986). Tandem treatment: A model for work with parents of troubled children. *Child and Adolescent Social Work; 3*(4), 222-234.

Contributor: Betty Welsh, Professor Emeritus

Discipline: Social Work

Institution: Wayne State University

Address: 4 Ashby Lane
Dearborn, MI 48120

Telephone: (313) 577-4409

Resources:

Allen-Meares, P. & Welsh, B.L. (1987). *Social work services in schools*. Englewood Cliffs, NJ: Prentice-Hall.

Welsh, B.L. (1987). The individualized family plan: Bridge between the school and the family. *Social Work in Education, 1*(4), 230-239.

Welsh, B.L. and Goldberg, G. (1979). Insuring educational success for children-at-risk place in new learning environments. *School Social Work Quarterly, 1*(4).

Welsh, B.L. (1984). Preparation programs for school practice. *Social Work in Education, 6*(4), 279-284.

Contributor: Anthony N. Maluccio

Discipline: Social Work

Institution: University of Connecticut

Address: University of Connecticut
School of Social Work
1798 Asylum Avenue
W. Hartford, CT 06117

Telephone: (203) 241-4737

Resources:

Maluccio, A.N. (Ed.) (1986). *Promoting Competence in Clients*. Riverside, NJ: The Free Press.

Maluccio, A.N. (1984). Permanency planning: Implications for practice with natural parents. *Adoption & Fostering, 8*(4), 15-20.

SECTION III

NURSING

A. Courses and Programs

B. Articles, Chapters and Research Reports

A. COURSES AND PROGRAMS

Name Of Course/Program:	Parent-Child Health Nursing
Level:	Graduate
Discipline:	Nursing
Institution:	College of Nursing and Health
Instructor:	Charlotte M. Spicher, R.N., Ph.D.
Address:	College of Nursing and Health University of Cincinnati Cincinnati, OH 45221
Telephone:	(513) 872-5501
Parents Involved In Program?	Unknown
Course Outline Available?	Yes

Program Description:

This program is designed to train nurses to work with children and families. It consists of 18 courses and clinical experience. Dr. Spicher writes, "I have included all the course outlines for our program. It may be difficult to determine the extent of our philosophy regarding nurse/parent collaboration but, I assure you, that is the guiding principle for parent child health nursing here at the college."

B. ARTICLES, CHAPTERS AND RESEARCH REPORTS

Contributor:	Malia S. Johnson, Ed.D.
Discipline:	Nursing
Institution:	University of Texas at Austin
Address:	School of Nursing University of Texas at Austin 1700 Red River Austin, TX 78701-1499
Telephone:	(512) 471-7311

Resources:

Bramadat, I.V. & Melvin, C.L. (1987). Habilitation: Application of a concept. *Clinical Nurse Specialist, 1*(2), 76-79.

Johnson, M.S. (1988). Mental illness: A family member's perspective. *Impact, 17*(4), 10.

SECTION IV

PSYCHOLOGY

A. Courses and Programs

B. Articles, Chapters and Research Reports

A. COURSES AND PROGRAMS

Name Of Course/Program:	Clinical Psychology D: Related articles
Level:	Graduate
Discipline:	Psychology
Institution:	Graduate School of Psychology Fuller Theological Seminar
Instructor:	Paul Clement
Address:	Fuller Theological Seminary Pasadena, CA 91101
Telephone:	(818) 584-5505
Parents Involved In Program?	Yes
Course Outline Available?	Yes

Program Description:

This author provides a course outline and three related articles. Dr. Clement presents an approach to child therapy that involves peers and parents as therapists. The training method involves professional psychologists and parents as mutual learners, and the role of the psychologist more closely resembles that of coach or educator than that of therapist.

Resources:

Clement, P.W. (1973). Children as behavior therapists. In A.M. Mitchell & C.D. Johnson (Eds.), *Therapeutic Techniques: Working Models for the Helping Professional.* Fullerton, CA: Personnel & Guidance Assoc.

Clement, P.W. (1971). Please, Mother, I'd rather you did it yourself: Training parents to treat their own children. *Journal of School Health, XLI*(2), 65-69.

Name of Course/Program:	Filial Therapy
Level:	Continuing Education
Discipline:	Psychology
Institution:	Pennsylvania State University
Instructor:	Louise F. Guerney, Ph.D.
Address:	Department of Individual and Family Studies College of Human Development Catharine Beecher House Pennsylvania State University University Park, PA 16802
Telephone:	(814) 865-1751
Parents Involved in Program?	Yes
Course Outline Available?	No

Program Description:

In her articles, the author describes an approach to the treatment of children who have emotional disorders that involves parents as therapists for their children. The role of the professional psychologist is that of consultant, guide and supervisor. Goals of this approach include: (1) enhancement of the parent-child relationship; (2) reduction of child symptoms; (3) increasing child competence and confidence; and (4) improvement of the quality of the parents' child-rearing skills.

This model is based on the belief that the exclusion of parents from service delivery tends to develop defensiveness and resistance on the part of parents, and acknowledges the potential positive impact of parents on their troubled children, given that they are provided with necessary skills.

Resources:

Guerney, B. (1964). Filial therapy: Description and rationale. *Journal of Consulting Psychology, 28*(4), 304-310.

Guerney, L.F. (1983). Introduction to filial therapy: Training parents as therapists. In P.A. Keller & L.G. Ritt (Eds.) *Innovations in Clinical Practice: A Source Book, Vol. 2.* Sarasota, FL: Professional Resource Exchange, Inc.

Guerney, L. (1978). Training and evaluation of students as consultants in an adult-child relationship enhancement program. *Professional Psychology*, May, 193-197.

Guerney, L.F. (1976). Filial therapy program. In D.H. Olson (Ed.) *Treating Relationships*. Lake Mills, Iowa: Graphic Publishing Co., pp. 67-91

B. ARTICLES, CHAPTERS AND RESEARCH REPORTS

Contributor:	Luciano L'Abate
Discipline:	Psychology
Institution:	Georgia State University
Address:	Department of Psychology University Plaza Atlanta, GA 30303
Telephone:	(404) 658-2456

Resource:

L'Abate, L. & Weinstein, S.E. (1986). *Structured enrichment programs for couples and families.* NY: Brunner/Mazel.

Contributor:	Juanita N. Baker, Ph.D.
Discipline:	Psychology
Institution:	Florida Institute of Technology
Address:	Therapeutic Foster Home Program Florida Institute of Technology Melbourne, FL 32901
Telephone:	(305) 768-8142

Resource:

Baker, J.N. (August 1987). *Therapeutic foster parent: Professional or emotionally involved parent?* Workshop presentation at 1st North American on Treatment Foster Care, Minneapolis, MN.

Contributor: Sheila M. Eyberg

Discipline: Psychology

Institution: University of Florida

Address: Department of Clinical and Health Psychology
University of Florida
Gainesville, FL 32611

Telephone: (904) 392-4551

Resource:

Eyberg, S. & Robinson, E.A. (1982). Parent-child interaction training: Effects on family functioning. *Journal of Clinical Child Psychology, 11*(2), 130-137.

SECTION V

SPECIAL EDUCATION

A. Courses and Prog.ams

B. Articles, Chapters and Research Reports

A. COURSES AND PROGRAMS

Name Of Course/Program:	Center for Parent/Professional Teamwork
Level:	Undergraduate and Graduate
Discipline:	Special Education
Institution:	University Cincinnati
Instructor:	Norman E. Bissell, Ed.D., Director
Address:	College of Education Department of Early Childhood and Special Education 330 Teachers College Cincinnati, OH 45221-0002
Telephone:	(513) 475-4542
Parents Involved In Program:	Yes
Course Outline Available?	Yes, and other supporting materials

Program Description:

The Center for Parent-Professional Teamwork was established at the University of Cincinnati in 1980 to provide a linkage between the real world of special families and students who are preparing in education and other human services. By providing a point of contact for university students and special families, the Center seeks to ensure that graduates in education and other helping professions can experience some positive interactions with families during their training and develop confidence in their ability to build relationships and empathize with them in their future professional roles (Bissell, 1986).

A course involving both parents and professionals is entitled, "Counseling Parents of Exceptional Children." Parent counseling (as used in this course) is defined as helping parents through meaningful and productive communication. The term is conceptualized in its broadest sense, encompassing parent education, parent training, parent conferences, and parent collaboration.

The philosophy underlying this course does not support the inference that all professionals who work with parents should become psychotherapists, but it does strongly support an obligation for those (parents and professionals) who interact on behalf of exceptional persons to make these interactions as educative, rewarding, empathic, supportive and constructive as possible (instructor course description adapted).

Resource:

Bissell, N. (1986). *Establishing relationships with parents: A university's response*. Paper presented at the Young Adult Institute National Conference, April 30-May 2, 1986, New York, NY.

Name Of Course/Program:	Parents and Professionals Advocating Collaborative Training (PPACT)
Level:	Undergraduate and Graduate
Discipline:	Special Education
Institution:	San Diego State University
Instructor:	Patricia Thomas Cegelka, Project Director
Address:	Project PPACT Department of Special Education San Diego State University San Diego, CA 92182-0144
Telephone:	(619) 265-6665
Parents Involved In Program?	Yes
Course Outline Available?	Yes, and other related materials

Program Description:

Project PPACT was developed in response to a California goal to provide collaboration training for leadership level parents and professionals in special education and related services. Funded by the Office of Special Education and Rehabilitation Services, U.S. Department of Education, this related services personnel preparation project has designed and implemented a program leading to the new Collaboration Specialist Certificate in California. The project prepares parents and professionals from the full range of agencies that provide services to children and youth with disabilities.

This projects empowers parents and professionals to collaborate with each other and across agencies to improve service delivery for children and youth with disabilities. The program curriculum was developed by parents and professionals, and prepares (parent and professional) collaboration specialists to assume a variety of leadership roles. The competency-based curriculum has four components: (1) family and professional collaboration; (2) service delivery collaboration; (3) leadership, management and networking collaboration; and (4) agency and community field work.

Name Of Course/Program:	Counseling Parents of Exceptional Students
Level:	Undergraduate
Discipline:	Special Education
Institution:	Special Education Department Alabama A & M University
Instructor:	Bess Hayden Parks, Ph.D.
Address:	P.O. Box 580 Normal, AL 35762
Telephone:	(205) 859-7368
Parents Involved In Program?	No
Course Outline Available?	Yes

Program Description:

This course has an explicit focus on promoting teacher-parent cooperation. Students learn to develop a rationale for parent-teacher interaction, learn about parents' reactions to having a child with a disability, the effects of a child's disability on the family unit, and about the concerns and needs of parents from their perspective. Other topics include parents' rights, roles that parents can play in educational settings, parents groups and organizations, and working with parents as an advocate.

Resources:

Parks, B.H. (1979). *Parent-teacher interaction: A mutually supporting relationship*. Unpublished paper.

Name Of Course/Program:	Parent-Teacher Team in Special Early Childhood Settings
Level:	Undergraduate
Discipline:	Special Education
Institution:	Bemidji State University
Instructor:	David B. Benson, Ph.D.
Address:	Division of Professional and Applied Studies Department of Professional Education Program in Special Education Bemidji State University Bemidji, MN 56601
Telephone:	(218) 755-3781
Parents Involved In Program?	Yes
Course Outline Available?	Yes

Program Description:

This course is designed to emphasize cooperative and coordinated educational programming with parents and teachers. The course outline describes a number of outcomes in the areas of knowledge, understanding and skills related to working collaboratively with parents of young children. Assignments include interviewing a parent of a child with a disability, and reaction papers on readings addressing parent-professional collaboration. Methods of instruction include a parent panel. Two required texts deal directly with the topic of parent-professional relationships. See below.

Resources:

Berger, E.H. (1987). *Parents as partners in education*. Columbus, OH: Merrill Publishing Co.

Turnbull, H.R. & Turnbull, A.P. (1986). *Parents speak out: Then and now*. Columbus, OH: Merrill Publishing Co.

Name Of Course/Program:	Family Systems and Services for Young Disabled Children
Level:	Graduate
Discipline:	Special Education
Institution:	San Francisco State University
Instructor:	Ann Halvorsen, Ph.D.
Address:	Department of Special Education San Francisco State University San Francisco, CA 94132
Telephone:	(415) 469-1161
Parents Involved In Program?	Yes
Course Outline Available?	Yes

Program Description:

This course is designed to provide students with the skills required to work effectively with the parents/care providers of young students with disabilities and with the network of service providers and community agencies that interact with the students and their families. The course focuses on: history and models of parent involvement, including evaluation of past and current models, utilization of parent interview techniques and formats in assessment, prioritizing curricula for students and the individualized education plan (IEP) process; understanding the coping process, development of communication and negotiation skills, and working with educational and developmental service systems. There will be an emphasis on methods of providing support, cooperative school-family relationships, assessing family systems, and developing collaborative intervention programs. The assigned readings cover a wide spectrum of issues and topics related to understanding of and intervention with the family with a child with a disability. (Instructor abstract adapted).

This course uses two required texts that specifically address parent- professional relationships:

Resources:

Schulz, J.B. (1987). *Parents and professionals in special education*. Boston, MA: Allyn & Bacon, Inc.

Turnbull, H.R. & Turnbull, A.P. (1986). *Parents speak out: Then and now*. Columbus, OH: Merrill Publishing Co.

Name Of Course/Program:	Practicum in Special Education
Level:	Graduate
Discipline:	Special Education
Institution:	California State University, San Bernardino
Instructor:	Thomas Wojciehowski
Address:	Lucy E. Siegrist School 15922 Willow Street Hesperia, CA 92345
Telephone:	(619) 244-6131
Parents Involved In Program?	Yes
Course Outline Available?	Yes

Program Description:

Students gain the following skills: working with parents, counseling students, and using community resources to develop comprehensive school/day programming for individuals with developmental disabilities. Development of assessment and curricular materials based on local environments and matched for present and future needs will be stressed. Weekly seminars are required.

Name Of Course/Program:	Families of Hearing-Impaired Children
Level:	Graduate
Discipline:	Special Education
Institution:	Gallaudet University
Instructor:	Barbara Bodner-Johnson, Ph.D.
Address:	Special Education Department of Education Gallaudet University Washington, D.C. 20002
Telephone:	(202) 651-5530 (Voice or TDD)
Parents Involved In Program?	Yes
Course Outline Available?	Yes

Program Description:

The family is the child's most significant resource and a pervasive influence on his or her behavior. Families nurture and sustain the young child's development and learning and, further support each family member throughout their lifetimes. Parent distress, impact on the family system of the diagnosis of hearing impairment, as well as the sensory deprivation are all major influences on the development of a child with a hearing impairment. Family support and educational programming for 0-3 year old children with deafness is mandated or partially mandated in nearly a dozen states and permitted in 23 states. Research with school-age children with hearing impairments has shown certain family characteristics and behaviors to be important for the child's successful achievement. Throughout the child's school life, parental involvement in the academic program results in higher school achievement for the child.

This course content has been designed as a response to these developments. The goal is for professionals and families to work together to provide family contexts capable of supporting optimal development in the child with a hearing impairment. (Instructor abstract adapted).

Name Of Course/Program:	Working with Families of Children and Youth with Handicaps
Level:	Graduate
Discipline:	Special Education
Institution:	Indiana University
Instructor:	Susan Shuster
Address:	Institute for the Study of Developmental Disabilities 2853 East Tenth St. Bloomington, IN 47405
Telephone:	(812) 335-6508
Parents Involved In Program?	Yes
Course Outline Available?	Yes

Program Description:

This course has as its objectives:

- to enhance students' knowledge about the family of handicapped persons from a systems perspective;
- to enhance students' ability to foster positive and successful interactions with families;
- to foster students' appreciation for parents' observations, reports, opinions, and decisions;
- to enhance students' ability to assess family needs;
- to enhance students' ability to design family support programs; and
- to enhance students' ability to advocate for children and youth with handicaps and their families.

This course uses the following required texts:

Gallagher, J.J. & Vietze, P.M. (1986). *Families of handicapped persons: Research, programs, and policy issues.* Baltimore, MD: Brookes.

Schleifer, M., & Klein, S. (1985). *The disabled child and the family: An exceptional parent reader.* Boston: The Exceptional Parent Press.

In addition to the course materials, Dr. Shuster also provided copies of the following relevant materials:

The IEP in Indiana: A Manual for Parents. (1988). Bloomington, IN: Institute for the Study of Developmental Disabilities, Indiana University.

Shuster, S.K., Groman, C., and Shelton, G. (1982). Special families and professionals: Establishing relationships. *The Indiana Home Teaching System, 2nd edition.* Bloomington, IN: Indiana University Developmental Training Center.

Name Of Course/Program:	Collaborative Programming in Special Education
Level:	Graduate
Discipline:	Special Education
Institution:	School of Continuing Studies The Johns Hopkins University
Instructor:	Dr. Christine Manlove
Address:	School of Continuing Studies Johns Hopkins University Baltimore, MD 21218
Telephone:	(301) 338-8273
Parents Involved In Program?	Yes
Course Outline Available?	Yes

Program Description:

This course focuses on the collaboration of special educators, related services personnel, and parents and families in planning and implementing special education programs. Students explore techniques for facilitating interdisciplinary communication and cooperation, procedures for working effectively with parents, siblings, and paraprofessionals, and methods for promoting the exchange of information among disciplines.

Name Of Course/Program:	Special Education Programming/Parent Involvement
Level:	Graduate
Discipline:	Special Education
Institution:	Kansas State University
Instructor:	Linda P. Thurston, Ph.D.
Address:	Special Education Consulting Project Department of Administration & Foundations College of Education Bluemont Hall Manhattan, KS 66506
Telephone:	(913) 532-5541
Parents Involved In Program?	Yes
Course Outline Available?	Yes

Program Description:

This course is offered as a part of the Special Education Consulting Project, which is a 3 year funded program designed to prepare special educators to become consultants to regular classroom teachers and parents. The basis of the program is that learning is enhanced when all the adults in the learner's environment work together, thereby making parents a part of the team.

Specific objectives for the course are that students will:

- understand the perspective of the parents of handicapped children;
- consider their own feelings about handicapped children and analyze their current practices of involving parents in classrooms;
- practice communication and conferencing skills;
- develop strategies for involving parents at different levels.

Several major projects are required in the parent involvement class. In the parent diary project students receive a photo of a child with a disability. They do not get to choose the age or disability. They are required to make this child part of their own everyday life and record their feelings and problems in a diary. They are the parent of this child for the entire semester and use the problems and feelings they have encountered when making this time consuming child part of their life when practicing communication skills. This assignment requires teachers to look at everyday experiences with "new" eyes, to change places with the parents of the children they teach, and develop empathy for the parent's situation.

The text for this course is:

Ehly, S.W., Conoley, J.C., and Rosenthal, D. (1985). *Working with Parents of Exceptional Children.* St. Louis: Times Mirror/Mosby College Publishing.

B. ARTICLES, CHAPTERS AND RESEARCH REPORTS

Contributor: Sheila K. Hollander, Ph.D.

Discipline: Education

Institution: Adelphi University

Address: Program for Teaching Special Needs Population
Special Education
Institute for Teaching and Education Studies
Garden City, Long Island, NY 11530

Telephone: (516) 294-8700

Resource:

Hollander, S.K. (1986). Use of graphic profiles to communicate test results to parents of handicapped children. *Techniques: A Journal for Remedial Education and Counseling*, 2, 268-277.

Contributor: James R. Bitter

Discipline: Education

Institution: California State University at Fullerton

Address: Department of Counseling
California State University at Fullerton
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Telephone: (714) 773-2874

Resource:

Williams, A.L. & Bitter, J.R. (1984). A sociopsychological approach to parent involvement in speech therapy. *Communique Fall, 1-6.*

Contributor: Susan R. Polirstok

Discipline: Education

Institution: Herbert H. Lehman College
City University of New York

Address: Department of Specialized Services
Herberst H. Lehman College
The City University of New York
Bronx, NY 10468

Telephone: (212) 960-8173

Resource:

Hurwitz, B. & Polirstok, S.R. (1985). Collaborative models for training parents of the handicapped. *Techniques: A Journal for Remedial Education and Counseling*, 1, 311-319.

Contributor: George Morrison

Discipline: Education

Institution: Florida International University

Address: College of Education
Florida International University
Tamiami Campus
Miami, FL 33199

Telephone: (305) 554-2768

Resources:

Morrison, G. (1987). *Early Childhood Education Today*, 4th Edition. Columbus, OH. Merrill Publishing Company.

Morrison, G. (1988). *Education and Development of Infants, Toddlers, and Pre-schoolers*. Glenview, IL: Scott, Foresman & Co.

Contributor: Donna J. Hathaway

Discipline: Education

Institution: Glassboro State College

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Glassboro State College
Glassboro, NJ 08028-1751

Telephone: (609) 863-7091

Resources:

Davis, S.T. & Hathaway, D.J. (1987). Preparing for your child's assessment: A guide for the pre-school parent. *Exceptional Parent, 17*(4), 36-40.

Hathaway, D.J. & Davis, S.T. (1987). Tips for testing tots. *Academic Therapy, 22*(4), 399-404.

Contributor: Bob Nathanson, Ed.D.

Discipline: Education

Institution: Long Island University

Address: Division of Education
Long Island University
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University Plaza
Brooklyn, NY 11201

Telephone: (718) 403-1044

Resources:

Price, B.J. & Marsh, G.E. (1985). Practical suggestions for planning and conducting parent conferences. *Teaching Exceptional Children, 17*(4), 274-278.

Marion, R.L. (1980). Communicating with parents of culturally diverse exceptional children. *Exceptional Children, 46*(8), 616-623.

Contributor: Martha Ellen Wynne

Discipline: Education

Institution: Loyola University

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Loyola University of Chicago
Chicago, IL 60611

Telephone: (312) 670-3033

Resource:

Ehly, S.W., Conoley, J.C. & Rosenthal, D. (1985). *Working with parents of exceptional children.* St. Louis: Times Mirror/Mosby College Publishing.

Contributor: Evelyn Lynch

Discipline: Education

Institution: Moorhead State University

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Moorhead State University
Moorhead, MN 56560

Telephone: (606) 783-2859

Resource:

Lynch, E.C., Widley, R.R. & DiCola, J.M. (1986). Clay County coordinated preschool program: A rural interagency approach to individualizing decision-making for families with young children with handicaps. In J. Hurth, E. Lynch, & J. Olson (Eds.) *Individualizing for Families.* Monograph 4, (37-49): Moscow, ID: University of Idaho.

Contributor:	Kent Gerlach
Discipline:	Education
Institution:	Pacific Lutheran University
Address:	School of Education Pacific Lutheran University Tacoma, WA 98447
Telephone:	(206) 535-7272

Resource:

Gerlach, K. (1991). *Working with parents of special needs children.* Seattle, WA: Pacific Training Associates, 5461 Lake Washington Blvd. South, Seattle, WA, 98118, (206) 723-1110.

Contributor:	Scott Sparks
Discipline:	Education
Institution:	Ohio University
Address:	Program in Special Education School of Curriculum and Instruction Ohio University Athens, OH 45701
Telephone:	(614) 594-6931

Resource:

Sparks, S., et al (1986). *Family educator rural curriculum.* Athens, OH: Ohio University.

Contributor: Nancy J. Eiss

Discipline: Education

Institution: Radford University

Address: Department of Human Services
College of Education and Human Development
Radford, VA 24142

Telephone: (703) 831-5214

Resources:

McPhail, J.M. & Eiss, N.J. (1984). *Interpersonal communication and professional consultation skills: A training model*. Radford, VA: Radford University Foundation.

McPhail, J.M. & Eiss, N.J. (1986). *The management of conflict and controversy: A training manual*. Radford, VA: Radford University Foundation.

Contributor: Thomas M. Shea, Ed.D.

Discipline: Education

Institution: Southern Illinois University at Edwardsville

Address: Department of Special Education
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Southern Illinois University at Edwardsville
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Edwardsville, IL 62026

Telephone: (618) 692-3896

Resources:

Shea, T. & Bauer, A.M. (1991). Parents and teachers of children with exceptionalities: A handbook for collaboration. New York: Allyn and Bacon

Bauer, A.M. & Shea, T.M. (1987). An integrative perspective on adaptation to the birth or diagnosis of an exceptional child. *Social Work in Education, 9*(4), 240-252.

Bauer, A.M. & Shea, T.M. (1985). Parent involvement: The developmental capital of special education. *Techniques: A Journal for Remedial Education and Counseling*, 1, 239-244.

Shea, T.M. & Bauer, A.M. (1985). *Parents and teachers of exceptional students: A handbook for involvement*. New York: Allyn and Bacon.

Contributor: Donna Tynan, Ph.D.

Discipline: Education

Institution: Texas Woman's University

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Telephone: (817) 898-2271

Resource:

Tynan, D.D. & Fritsch, R.E. (1987). *Stress associated with handicapped children: Guidelines for family management*. Submitted to ERIC.

Contributor: Phyllis Weisberg

Discipline: Education

Institution: Trenton State College

Address: Department of Special Education
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Hillwood Lakes, CN4700
Trenton, NJ 08650-4700

Telephone: (609) 771-2308

Resource:

Weisberg, P.G. (Oct. 1986). *Breaking the barriers to involve minority parents*. Paper presented at the CEC/DEC National Early Childhood Conference on Children with Special Needs, Louisville, KY.

Contributor: Linda McDonald

Discipline: Education

Institution: University of Alberta Edmonton

Address: Department of Educational Psychology
Faculty of Education
6-102 Education North
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Resource:

Kysela, G.M., McDonald, L., Reddon, J. & Gobeil-Dwyer, F. (1988). Stress and supports to families with a handicapped child. In K. Marfo (Ed.) *Parent-child interaction and developmental disabilities*, (pp. 273-289). NY: Praeger.

Contributor: Betty Clark Carlson

Discipline: Education

Institution: University of Hawaii at Manoa

Address: Department of Special Education
College of Education
University of Hawaii at Manoa
Honolulu, HI 96822

Telephone: (808) 948-7956

Resource:

Carlson, B.C. (1987). *Steps to independence: A resource guide for parents of young children.* Honolulu, HI: Hawaii State Department of Education.

Contributor:	Norman Kagan
Discipline:	Education
Institution:	University of Houston
Address:	Department of Educational Psychology College of Education University of Houston University Park Houston, TX 77004
Telephone:	(713) 749-7621

Resource:

Kagan, N. (1984). Interpersonal process recall: Basic methods and recent research. In Larsen, D. (Ed.) *Teaching psychological skills*, 229-244. Monterey, CA: Brooks Cole.

Contributor:	Jennifer Olson
Discipline:	Education
Institution:	University of Idaho
Address:	Warren Center on Human Development College of Education University of Idaho Moscow, ID 83843
Telephone:	(208) 885-6159

Resource:

Gentry, D. & Olson, J. (Eds.) (1986). *The parent/family support network series*. Moscow, ID: University of Idaho.

Contributor: James A. McLoughlin

Discipline: Education

Institution: University of Louisville

Address: School of Education
University of Louisville
Louisville, KY 40292

Telephone: (502) 588-6411

Resource:

McLoughlin, J.A. (1981). Training together to work together. *Tease, 4*(4), 45-54.

Contributor: Barbaranne J. Benjamin, Ph.D.

Discipline: Education

Institution: University of Toledo

Address: Department of Special Education Services
College of Education and Allied Professions
University of Toledo
2801 W. Bancroft Street
Toledo, OH 43606

Telephone: (419) 537-4723

Resource:

Benjamin, B.J. (1985). *A special child in the family: A guide for parents*. San Marcos, TX: Southwest Texas State University.

Contributor: Lisbeth J. Vincent

Discipline: Education

Institution: University of Wisconsin

Address: Department of Rehabilitation
Psychology and Special Education
University of Wisconsin
Room 310 University Club
432 N. Murray St.
Madison, WI 53706-1790

Telephone: (608) 263-5860

Resources:

Vincent, L.J., Laten, S., Salisbury, C., Brown, P. & Baumgart, D. (1981). Family involvement in the educational processes of severely handicapped students: State of the art and directions for the future. In B. Wilcox & R. York (Eds.) *Quality Educational Services for the Severely Handicapped: The Federal Perspective*. Washington, DC: U.S. Department of Education, Division of Innovation and Development.

Brown, P. & Vincent, L.J. (1986). *Impact of having a child with a disability on the family.* Madison, WI: University of Wisconsin.

Vincent, L., Davis, J., Brown, P., Broome, K., Funkhouser, K., Miller, J. & Gruenewald, L. (1986). *Parent Inventory of child development in nonschool environments.* Madison, WI: University of Wisconsin.

Contributor: Mary Bross

Discipline: Education

Institution: University of Wisconsin - Whitewater

Address: College of Education
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800 West Main Street
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Telephone: (414) 472-4831

Resources:

Moran, A. (1985). Families in early intervention: Effects of program variables. *Zero to three*, *5*(5), 11-14.

Myers-Walls, J.A., Hinkley, K.R. & Reid, W.H. (1982). *Encouraging positive self-concepts in children*. West Lafayette, IN: Purdue University, Cooperative Extension Service.

Millar, T.P. (1983). How do you give a child self-esteem? *Children Today*, *2*(3)

Contributor: Jane B. Schulz

Discipline: Education

Institution: Western Carolina University

Address: School of Education and Psychology
Department of Human Services
West Carolina University
Cullowhee, NC 28723

Telephone: (704) 227-7207

Resource:

Schulz, J.B. (1987). *Parents and professionals in special education.* NY: Allyn & Bacon, Inc.

Contributor: Thomas Lombardi

Discipline: Education

Institution: West Virginia University

Address: Department of Special Education
West Virginia University
504 Allen Hall
Morgantown, WV 26506

Telephone: (304) 293-3450

Resource:

Lombardi, T., Johnson, A., Morley, D., Randolph, D. & Stout, R. (1986). Rural special education programs: Parents' opinions and involvement. *Rural Special Education Quarterly, 6*(4), 50-51.

APPENDIX

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